

Strand: Number Sense

Grade: 3

School: Glendale Public School

Lesson Goal	To introduce students to division by connecting it to multiplication
Curriculum Expectations	<ul style="list-style-type: none">- Relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies
Big Idea(s)	It is important to use and take advantage of the relationships between the operations in computational situations

3 Part Lesson Plan		Materials
Getting Started (Minds On...)		
Instructional Grouping: Whole Class <ul style="list-style-type: none">- Teacher starts by reviewing vocabulary with students, focusing on words like: alien, equal, sharing, multiplication and division- Students are brought to the carpet. Using a think-pair-share strategy, students are given the following problem: <i>If we have 3 aliens and each alien has one eye, how many eyes are there altogether?</i>- As students share their strategies they are invited, if they choose, to use modeling clay to represent the aliens and snap cubes to represent the eyes- Students are given a second problem: <i>If there are 4 aliens and each alien has 5 eyes, how many eyes are there altogether?</i>- Students once again share their strategies with the class		<ul style="list-style-type: none">- Mini snap cubes or base 10 unit cubes- Modeling clay
Working On It (Action!)		
Instructional Grouping: Pairs <ul style="list-style-type: none">- Working in pairs, using chart paper and markers to represent their thinking, students are posed with a new problem: <i>There are 24 eyes. How many aliens are there if every alien has an equal number of eyes?</i>- Modeling clay and snap cubes are available if students want to model their answers- Students who come up with one answer are asked if there are any other possibilities		<ul style="list-style-type: none">- Chart paper- Markers- 24 mini snap cubes or base 10 unit cubes- Modeling clay
Reflecting and Connecting (Consolidate/Debrief)		
Debrief Strategy: Bansho <ul style="list-style-type: none">- Using a bansho, student work is arranged according to strategy used- Teacher made connections between the strategies used including modeling, repeated addition, and multiplication- Students were encouraged to come up with a division sentence to represent 6 aliens with 4 eyes- Using student responses, teacher connected multiplication to division		
Follow-up		

*Problem adapted from p. 123 of *Making Math Meaningful* by Marian Small